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ABSTRACT

Reflecting recent widespread interest in schema theory, this bibliography is intended to assist anyone interested in how the topic relates to reading. The introduction defines schema theory as the study of generic knowledge structures--called schemata--which are composed of "slots" or "placeholders" for each component, and which include information about how to fill slots, relationships among slots, and interrelationships among schemata. The remainder of the document consists of bibliographic citations for references related to both textual schemata and content schemata, especially as they relate to the reading process. References to a number of other theories (such as script theory) and fields of research (such as context effects) which are related to schema theory are also cited. (SKC)

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Reading and Schema Theory:  
A Bibliography

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## ABSTRACT

Although schema theory is generally attributed to Bartlett (1932), it is only in recent years that there has been widespread interest in it, particularly as it relates to reading. Schemata can be defined as highly organized generic knowledge structures composed of "slots" or "placeholders" for each component (den Uyl & van Oostendorp, 1980). A schema includes information about constraints on what can be used to fill a particular slot (Anderson, 1978), relationships among the slots (Graesser, Woll, Kowalski, & Smith, 1980), and a web of relationships with other schemata (Pearson & Spiro, 1982).

In this bibliography, we have included citations for references related to both textual schemata and content schemata, especially as they relate to the reading process. There are, in addition, a number of other theories (e.g., script theory) and fields of research (e.g., context effects) which are related to schema theory and which are useful for anyone interested in schema theory. We have included citations for references related to these areas.

If the reader is not familiar with schema theory, there are a number of articles with good explanations of schema theory and how it is applied. These include Anderson, Reynolds, Schallert, and Goetz (1977); Anderson (1978); Graesser, Woll, Kowalski, and Smith (1980); and Pearson and Spiro (1982). Abelson (1981), Schank and Abelson (1977), and den Uyl and van Oostendorp (1980) have good explanations of script theory.

Langer (1982; 1984) has explanations of the application of these theories specifically to reading. For those interested in the application of schema theory to second language reading in particular, Carrell (1983c; 1984b) provides good reviews.

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